



share

learn

explore

care

hope

understand

believe

Strands include:

- Nature, Concepts, and Systems
- Social Interactions
- Information and Communication Tools
- Information and Communication Processes
- Information Literacy and Decision Making



For Further Information Contact:

Peg Henson
Curriculum Technology Specialist
peg.henson@state.sd.us
T 605.773.2489
F 605.773.3782

South Dakota Educational Technology Standards



Third Grade



Through the No Child Left Behind Act, the Enhancing Education Through Technology (Ed Tech) Program was created. The primary goal of the program is to improve student's academic achievement through the use of technology in schools. These standards were created and designed to assist every student in crossing the digital divide by ensuring that they are technologically literate by the end of their public education in South Dakota.

Standards with Indicators

Nature, Concepts, and Systems

Indicator 1: Students understand the history and progression of technology in relation to the development and design of future technology.

3.NC.1.1 Describe ways that creative thinking, economics, and culture influence the development of technology over time.

Indicator 2: Students analyze the parts of a technological system in terms of input, process, output, and feedback.

3.NC.2.1 Illustrate, using a flow chart, the parts of the systems model as it relates to technology.

Indicator 3: Students analyze the relationships and connections between technologies in different fields of study and how they apply to communities.

3.NC.3.1 Categorize technologies into home, school, work, or global use.

Indicator 4: Students understand the purpose and demonstrate the use of the design process in problem solving.

3.NC.4.1 Produce a variety of solutions to a defined problem.

Social Interaction

Indicator 1: Students understand the safe, ethical, legal, and societal issues related to technology.

3.SI.1.1 Distinguish among different types of illegal and unethical technology usage.

3.SI.1.2 Implement safety precautions while online.

3.SI.1.3 Identify how to cite a source.

Indicator 2: Students investigate the advantages and disadvantages of technology.

3.SI.2.1 Recognize the advantages and disadvantages of technology on the individual.

Information and Communication Tools

Indicator 1: Students recognize and demonstrate skills in operating technological systems.

3.CT.1.1 Identify parts of an operating system environment.

3.CT.1.2 Demonstrate the use of home row keyboarding.

✓ Introduce remaining keys.

✓ Demonstrate proper posture while typing.

3.CT.1.3 Demonstrate proper care in the use of hardware, software, peripherals, and storage media.

3.CT.1.4 Create, save, and retrieve files.

✓ Identify input/output devices and other peripherals.

Indicator 2: Students use technology to enhance learning, extend capability, and promote creativity.

3.CT.2.1 Use a word processor to develop a product.

3.CT.2.2 Develop documents in design applications.

Indicator 3: Students evaluate and select information tools based on the appropriateness to specific tasks.

3.CT.3.1 Differentiate between information tools and technological innovations.

Information and Communication Processes

Indicator 1: Students understand the purpose of information technologies to communicate with a variety of collaborators.

3.CP.1.1 Participate within groups to produce a digital output for a given assignment.

Indicator 2: Students exchange information and ideas for an identified purpose through information technologies.

3.CP.2.1 Describe how a message communicated through information technology is affected by an audience.

Information Literacy and Decision Making

Indicator 1: Students use technology to locate and acquire information.

3.IL.1.1 Perform a keyword/phrase search on existing databases on a specified topic.

Indicator 2: Students determine the reliability and relevancy of information.

3.IL.2.1 Identify author, date, and subject within different sources of information.

NOTE: checkmarks (✓) are skills that should be introduced at this grade level to ensure mastery occurs at a later grade.

If you would like more information, specific examples or additional resources, please visit our website.

<http://doe.sd.gov/contentstandards/NCLB/index.asp>